



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

MODERN LANGUAGE NOTES.

Baltimore, December, 1888.

THE THIRD ANNUAL NEUPHILO-LOGENTAG.

The third meeting of the "Neuphilologen" in Germany was held at Dresden, Sept. 28th-Oct. 1st. About 130 members were present, while the whole association now consists of nearly 850. The reason why comparatively so few attended the meeting, must chiefly be looked for in the unfavorable season; it was therefore suggested that in the future the conventions should take place in the spring. This and other business questions having been settled in the Friday evening session, the next day, Sept. 29th, was devoted to literary exercises and to the reading of technical papers.

After a short, substantial address delivered by the President, PROFESSOR SCHEFFLER, the State and town authorities, who favored the convention with their presence, not only extended to the members the usual official welcome, but also gave utterance to certain wishes and hopes which we are glad to endorse and to record. STAATSMINISTER VON GERBER expressed himself to the effect that our department of learning is especially entitled to the interest of the people, since modern language men have before them the attractive task of studying and setting forth those features of language and literature which all civilized nations possess in common, and their work is consequently of peculiar importance just at the present time, inasmuch as it may serve to counteract that unfortunate keenness of national and race feeling which is now developing and spreading over all Europe. STADTRAT DR. NAKE then emphasized the importance of a close coöperation between university and school. Experience shows that wherever the influence of the university spirit is lacking, schoolteaching very soon falls in every respect behind the times. On the other hand, every science ought to serve the interests of the whole nation and have an immediate bearing upon practical life, and here again modern language men are particularly favored, since they hold the key to the civilization of

other nations, and are therefore in the best position to spread knowledge and general culture more and more widely among all classes of the people.

The first technical paper was read by BARON LOCELLA of Dresden on "Dante in Germany." No discussion followed this paper, it being considered primarily as an homage paid by the Italian DANTE-scholar to his adopted country, especially to the city of "PHILALETHES;" and at the same time as the inauguration of a suggestive DANTE-exhibition which had been arranged by LOCELLA himself. DANTE's 'Commedia,' standing like a powerful Gothic monument between the Middle Ages and modern times, has been from an early period the object of eager study on the part of German scholars of every name. Theologians of diverse denominations have sought in it proofs of their religious views; philologists have studied DANTE as the father of the Italian literature and language; jurists admire in his work the high sense of justice and the elaborate system of retribution; and even scientists feel interested in his ideas on natural history, because this universal spirit represents the whole cycle of the human knowledge of his time.

The first allusion to DANTE's work in Germany is to be found in the book on the 'Seven Degrees' by the Heilbronner Mönch (first half of the fourteenth century), while his name first occurs in MATTHIAS FLACIUS ILLYRICUS (1556), a Lutheran theologian who quotes DANTE as a defender of evangelical truth and an opponent of papal errors. HANS SACHS was mentioned as being the next to speak of the "Poet von Florenz." The first complete translation of the 'Divina Commedia' in prose, was made by BACHENSWANZ (1767); JAGEMANN first rendered a part of it, the "Inferno," into German iambics. Since then, the 'Commedia' has never ceased to occupy most intensely a great number of scholars, such as SCHLEGEL, STRECKFUSS, KANNGIESSER, the eminent pair of Dantologists at Halle—WITTE and BLANC,—BARTSCH, and "PHILALETHES," King of Saxony, poet-translator of DANTE's work and generous patron of the German DANTE Society. All these men (and

we may add the latest translator, GILDEMEISTER) have coöperated to make of the 'Commedia' a German poem, almost as much as SHAKESPEARE has been made at home in Germany by the TIECK-SCHLEGEL translation.

PROFESSOR STENGEL then reported on the success, or rather lack of success, of a petition addressed to the various German governments recommending them to send students in modern philology abroad, in order to learn practically the languages with which they become acquainted theoretically at home. Baden alone, so far, had answered the petition in the affirmative and made an allowance of a certain annual sum for the purpose.

PROF. KÖRTING spoke on the present objects and aims of Romance Philology. Of course this vast subject could not be treated in detail, but KÖRTING drew in general outline a picture of what Romance Philology ought to be. He insisted upon the necessity of studying the whole group of Romance languages and literatures, and represented himself as understanding the word Philology in its very widest sense, comprising the study of the national and social development, of antiquities, art and literature; and of language in all its dialects. Latin, especially mediæval Latin, forms of course a part of the science of Romance Philology, and KÖRTING expressed the hope that WÖLFFLIN'S 'Thesaurus,' together with the prolegomena to this work laid down in the *Archiv*, might prove useful to our study of Latin and Romance Philology. Considering the fact that the audience consisted to a large extent of college professors, we must say that KÖRTING'S remarks, being largely of a methodological character, were adequate and very well adapted to the situation. A short discussion took place between KÖLBING, STENGEL, and KÖRTING; KÖLBING laying special stress on the study of Old French literature as being the key to a right understanding of the other mediæval literatures, while KÖRTING was inclined to look upon it more as BARTSCH used to do, viz., as "Teutonic spirit in Romance form."

The third paper was read by MAHRENHOLTZ on "Melchior Grimm." The readers of MOD. LANG. NOTES will remember that Dr. M. had already published a review of SCHERER'S

'Melchior Grimm' in this Journal (vol. ii, p. 192 ff.). After giving an outline of the life of MELCHIOR GRIMM, especially of his studies at Leipsic and the development of his literary taste, MAHRENHOLTZ proceeded to characterize GRIMM'S efforts to make the French public acquainted with German literature. Although an enthusiastic admirer of GOTTSCHED and consequently disposed to praise GESSNER, DALLER, RAMLER far beyond their merits, GRIMM was not unable to appreciate LESSING'S influence, and was perhaps especially fitted to understand the latter's tendencies, inasmuch as he was himself thoroughly acquainted with the ancients, while most of the other French and German authors knew little Latin and even less Greek.

The afternoon session brought out a paper by RECTOR DÖRR-SOLINGEN on "Reform in Modern Language Teaching." The extreme interest which the great majority evidently took in this paper, the lively discussion that followed it, and the drift of the private conversation during the whole convention, clearly showed that there is a very strong reform movement in Europe as well as in this country, and that a great number of our transatlantic colleagues, excellent scholars and experienced teachers, are devoting to it a careful study. A great deal certainly can and must be done to improve the old system, and everybody should be glad that teachers in both countries are spending their time and energy in honest endeavors to make their work more and more successful, instead of giving simply the required number of hours without further thought for the benefit of their students. While for various reasons most teachers are entirely cut off from the possibility of doing any original work in historical philology, every teacher has at hand the materials and daily inspiration for gathering pedagogical knowledge and experience, and it may well be thought that he could not spend his time more appropriately than on the subject to which his official duties naturally lead him.

DÖRR'S views were already known in part from his review of SCHRÖER'S 'Wissenschaft und Schule' in *Phonet. Studien*, Bd. i. His principles are based upon a more than nine years' experience, and he well said that there

is need, on the part of the teacher, not only of a thorough knowledge of the language he has to teach, but also of a good pedagogical training and teachers thus prepared should be allowed in these days to do away with their old text-books and grammars, and to try and find out such methods of their own as will best suit the circumstances under which they are teaching. DÖRR expressed himself strongly against any translation into the foreign language, it being a ridiculous attempt to do the most difficult work with beginners. Disconnected, insipid phrases, a real bore to pupils and teachers, should be replaced by continuous reading on subjects within easy grasp of the child's mental capacities and having reference as much as possible to some other part of the school work. DÖRR himself begins with the numerals and a few particles, so as to enable the children at once to produce all kinds of variations by addition, multiplication, etc. Then follow short rimes and songs and pretty little stories, while grammatical rules are gradually but not too early derived from the materials so taught. A lively discussion arose on DÖRR's paper, but no fundamental difference of opinion was manifested. The various teachers differed only on matters of detail, as they naturally always will do, according to incidentally divergent experience. Well-intended warnings against too rapid changes were also given to the most zealous adherents of the new method. Finally the following resolution of PROFESSOR STENGEL was passed:—

“Der dritte deutsche Neuphilologentag erklärt es für wünschenswert, dass weitere, möglichst zahlreiche Versuche mit *der* Lehrweise gemacht werden, die auf lautlicher Grundlage beruht, und den Zusammenhängenden Lesestoff zum Mittelpunkt des Unterrichts macht.”

The chief reason of RECTOR DÖRR's success and, as I think, his unquestionable superiority over many other new-method men, seems to lie in the fact that he has been paying due attention to the individual character and inclinations of his pupils. We cannot possibly expect average boys and girls to grow enthusiastic over a paradigm, as a specialist in phonetics may do when he discovers a new phonetic law, or a student in literature when

he strikes the source of an old ‘*épopée*.’ Real interest will only *follow* a certain degree of knowledge; what precedes this must be, at the best, a naïve curiosity. This natural curiosity should be availed of by teachers, and children should begin by learning such things as they really *like* to know. Now it is extremely dull to rattle off a paradigm: *le père, du père, au père, le père*, with an unnatural stress laid on the *le, du, au, le*, or to translate phrases like “the old mother of this young boy is my dear aunt.” The pupil will forget such insipid things as soon as possible, so that the next day they are lost and you can no longer refer to them in order to help your pupils to remember a rule. On the other hand, it is just delightful to know a little song, to hum it in the school-yard, or occasionally ask your friend: *Comment ça va-t-il, mon cher?* or *Gehen Sie in die Stadt, mein Herr?* And let students smile or laugh at the queer sounds of French *ô, è, ö*, etc., or at the German *ach-Laut*. Learning and teaching, like every other work, in order to be really successful *ought* to be a pleasure. So let the pupils laugh and look amused; it matters not, provided they are anxious to practice and learn. Of course the method of one teacher cannot be exactly adopted or closely imitated by another; it would become a dead formalism at once. But there is no question, either, that the leading principles of the more natural method can be successfully adapted even to our highest institutions, our State universities, where we have men speaking to men and women. I myself am now perfectly satisfied that this can and consequently should be done, since I have seen the excellent results obtained in the German department by my colleague VON JAGEMANN at Indiana University.

Saturday evening was devoted to the theatre—“King Lear” or “The Magic Flute”—and to a *Kommers* presided over by PROFESSOR WÜLKER with that imperturbable equanimity which all the students of the Leipzig professor so well remember. October 30th was spent at Meissen. The ladies were present, and a banquet was given with all the appropriate toasts and with semi-phonetic and other poems composed by the Dresden troubadours, DR. ZSCHALIG and DR. THIERGEN;

later, there was a promenade up to the old Albrechtsburg, and at night a ball. This was naturally more than one day could hold, so that a considerable part of the night had to be added.

On Monday morning earnest work was again taken up. First some business questions were settled. It was resolved that the next meeting should take place at Stuttgart in the spring of 1890. PROFESSOR KÖRTING, PROFESSOR KOLLER (Stuttgart) and OBERSCHULRAT VON SALLWÜRK were elected members of the executive council. It was also ordered that the association should no longer recognize the *Neuphilologisches Centralblatt*, or any other periodical, as its official organ.

Your correspondent then presented to the Association greetings from the Indiana University, and took occasion to call attention to the circular on an international system of sound-notation (cf. MOD. LANG. NOTES iii, pp. 106-7 and *Phonetische Studien*, Bd. i). I am glad to say that since my return home I have already received from old and new friends a number of answers and treatises on the subject.

For lack of time PROFESSOR STENGEL did not read his paper on the history of French grammar, but he indicated the line which he had chosen and the steps that remained to be taken in order to finish his work. He requested all his colleagues to send him the title and description of every grammar up to the end of last century which they might know of or find in their local libraries. A committee will then register all these materials and afterwards publish a list of desiderata for further research.

As we have seen, the comparatively few papers represented very diverse branches of Philology. Besides historical treatises on literature and language, the educational side of our department was not neglected; and moreover the taste for objective methods, so to call them, showed itself in a series of literary exhibitions, which formed a special and very interesting feature of this meeting. Here were represented the chief English, French and Italian poets—SHAKESPEARE, BYRON, SHELLEY, BURNS, SCOTT; MOLIÈRE, AUGIER, SANDAU; DANTE. Their busts and portraits, editions and translations of their works, liter-

ary treatises and engravings connected in some way with the poets, all these had been collected from various libraries and museums and were exhibited so as to give a good idea of the men and their times. The MOLIÈRE and DANTE exhibitions, arranged by PROFESSOR SCHEFFLER and by BARON LOCELLA respectively, were by far the most important,* showing the result of faithful study combined with a delicate artistic taste. There was also a curious exhibition of newspapers in most of the European and several American languages, and a somewhat rich collection of "Geschenklitteratur" sent by authors and publishers for examination by the members of the association.

Finally, it is only fitting to say that PROFESSOR SCHEFFLER, the president and chief organizer of the whole affair, and with him PROFESSORS KÖRTING and STENGEL, who afforded most efficient assistance, deserve the full gratitude of all those who, like myself, had the privilege of attending the Convention.

Vivat sequens at Cincinnati!

GUSTAF KARSTEN.

Indiana University.

THE OLD FRENCH MANUSCRIPTS OF YORK MINSTER LIBRARY.

By the kindness of the Librarian, the REV. CANON RAINE, I have recently had the opportunity of examining the French Manuscripts of the York Minster Library. My attention was chiefly directed to an Anglo-Norman version of the Legend of St. Margaret, the text of which I hope shortly to publish in this Journal, and whose existence, as far as I can ascertain, has only been briefly indicated by SUCHIER in his notes to "Deu Omnipotent" (*Bibl. Normann.*). It is my intention in this paper to give a brief description of the remaining texts, no collective account of which has yet been published, although the importance of certain single texts has long since been signaled. To those interested in the development of the Norman Dialect on English soil, the York collection is of no small value.

*The chief groups of the DANTE exhibition have been photographed and will soon be published with accompanying explanations by BARON LOCELLA.